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ABSTRACT

This paper presents a model for developing and evaluating new educational programs in a large city school district. The model described was developed and partially field tested in the Phoenix Union High School System. It is intended to be simple enough not to stifle new ideas but detailed enough to provide smooth transition from the experimental stage into the regular curriculum. First-year activities involve financial and implementation planning, second-year activities involve pilot testing, third-year activities involve program and product evaluation, and fourth-year activities lead to inclusion of the tested program in the regular curriculum. Much of the paper consists of a flow chart and timeline for each of the model's four phases. (Author/JG)

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# THE GROWTH AND DEVELOPMENT OF NEW IDEAS IN A LARGE CITY SCHOOL DISTRICT (FROM BUDS TO BLOOMS)

*A Paper Presented at the Annual Meeting of*

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*by*

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# THE GROWTH AND DEVELOPMENT OF NEW IDEAS IN A LARGE CITY SCHOOL DISTRICT

(From BUDS TO BLOOMS)

## INTRODUCTION:

A rose bush is no more valuable than the quality of its blooms. Furthermore, the quality of the roses are dependent upon the environmental forces acting upon them when they were merely buds. Likewise the vitality and quality of a large city school district depends upon how its new ideas (new buds) grow. Just as the rose bush has environmental forces (rain, sunshine, soil, and fertilizer) acting upon the buds to produce blooms, a large city school district has environmental forces acting upon its new ideas (Superintendent, Board of Education, special interest groups in the community, the teachers, the students, and so forth).

There are two extreme positions that school administrators, school board members, or school patrons may take regarding change. One attitudinal position is to stifle any type of new growth by saying "No change is necessary. We have done it this way for so long, why change now?" However, growth and improvement require change. Change always precedes improvement, so to suggest that no change is necessary impedes improvement or growth.

The other extreme position is to change a school district's operation or curriculum when any force acts upon it ("jumping on the bandwagon" attitude). This way of fostering change naturally leads to disorderly, uncontrolled and unpredictable growth.

The most desirable course of action is to allow new ideas to grow and develop within a school district, but to do so by controlling and evaluating that growth and development. This paper presents a model currently being implemented in the Phoenix Union High School System for the growth and development of new ideas in a large city school district. This course of action hopefully will produce beautiful blooms while maintaining healthy bushes at the same time so that yet undeveloped buds may bloom.



## BACKGROUND

In order to understand the model some explanation of the Phoenix Union High School System and its decision-making process is necessary. The Phoenix Union High School System is a grade nine through twelve system, fed by thirteen autonomous and independent elementary school districts. There are some 28,000 high school students in eleven high schools and one area vocational school.

Decisions and recommendations are made primarily on a group basis. There are several top-level decision-making groups. The Board of Education, consisting of five elected members, controls and operates the general policy and procedures of the district. The Superintendent and three assistant superintendents (instruction, administrative services, and personnel), as well as other district administrators in the areas of human relations, public information, curriculum and instructional services and business services comprise what is known as the Superintendent's immediate staff.

The Superintendent's immediate staff enlarged to a committee known as the Superintendent's Executive Committee (SEC) includes all members of the Superintendent's immediate staff, plus the Director of Research and Planning and representatives from the Classroom Teachers Association, and the Administrative Supervisory Association. This group meets twice each month to consider important district decisions.

Another important decision-making committee is the Executive Council. This group is comprised of all twelve principals and the educational directors (Research and Planning, General Education, Occupational Education, Psychological Services and Exceptional Student Programs, Instructional Materials, and Physical and Health Education). The Executive Council also meets twice each month to consider matters of importance to the district.

## RATIONALE FOR DEVELOPING THE MODEL

According to the Board of Education policy in the Phoenix Union High School System;

> *"The System will establish and maintain an evaluation program that will measure outcomes of the System, both fiscally and educationally and report these results to parents, taxpayers and the broader community. All courses/projects or programs should be dropped, changed or continued without change only on the basis of appropriate evaluation".*

This evaluation policy entails three aspects; automatic evaluation of new programs/projects, evaluation of programs/projects already in the regular curriculum upon request, and evaluation results to be reported to district patrons.

An administrative regulation in the Phoenix Union High School System further states;

> *"All new courses/projects and programs should have a minimum of at least two years of life. The first year these courses/projects and programs will be referred to as pilot programs and will undergo, primarily, a descriptive type of evaluation. The second year of the pilot program then will be called experimental programs and will undergo product evaluation, wherein research designs will have to be selected. Evaluation of any course/project or program will be conducted by the evaluation team, consisting of the project or program manager (principal, department chairman or teacher, etc.), the educational supervisor or director, and research and planning personnel."*

Some features of the model are as follows: (1) A simple document for the approval and funding of new ideas, with the implementation of an evaluation plan at a later stage; (2) several levels of decision-making and approval; (3) smooth transition from one phase to another (pilot to experimental to regular curriculum); (4) use of evaluation data in the decision-making process when approving or disapproving the growth of a new idea; and (5) coordination of the decision-making process at the various levels of decision-making.

The objectives, then, of the new programs/projects model now being implemented in the Phoenix Union High School System are as follows: (1) To provide a simple system of getting new ideas before the decision-making bodies so as not to stifle the emergence of new ideas from any level of an educational organization. (2) To provide a document with sufficient detail so that decision-making groups at various levels can approve or disapprove ideas on the basis of the program's/project's merit as well as its budget. (3) To provide a clear system of development which would move a new idea into the regular curriculum. (4) To provide evaluation data at various stages upon which decisions could be made about the future of the new program/project. (5) To provide coordination in the decision-making process at the various decision-making levels.

Too many research and development strategies involve either too much detail and structure which stifles the emergence of new ideas, or too little detail and structure in which the emergence of new ideas is happenstance, uncontrolled and undetermined. A simple structure involving the decision-makers at various levels seems to be an answer. Too often questions about a program's effectiveness go unanswered because people (the WHO), tasks (the WHAT), and timelines (the WHEN) are not sequentially arranged with the decision points for evaluation feedback.

## DESCRIPTION OF THE MODEL

The basic plan for the growth and development of a new idea has four major stages corresponding to the four years an idea grows from inception to possible adoption. (See Process Summary chart on page 4). What follows is a synopsis of a detailed flow chart that demonstrates through five code symbols, i.e., people, task, timeline, decision point and documentation, the steps necessary for ideal new program /project implementation.

During the first year of the new program's/project's life, (see flow charts on pages 6-9) a preliminary plan is submitted for the initial screening process by the Executive Director for Educational Services. The second phase of screening involves the directors and the Assistant Superintendent of Instruction (ASI). The third screening phase includes the Executive Council, while the fourth phase brings in the Superintendent's Executive Council and Superintendent's staff. The fifth phase involves budget screening. Each decision-making body, for example, the Executive Council, Superintendent's Staff, or Board of Education, makes two types of decisions: the merit of the new program/project, and the amount of financial support to be allocated. After further budget considerations, any ideas that have passed all the screening phases is taken to the Board of Education for acceptance or rejection. If the board accepts the idea, the initiator of the program/project completes an implementation and evaluation plan which must be reviewed and revised by the end of May of this first year. Up to that time, however, the initiator has completed only a two page preliminary project proposal (PPP). (See Appendix A).

The second year of operation is a pilot year. (See flow charts on pages 10-12). The first half of the year the program/project and evaluation plan is implemented, the data collected, and a descriptive evaluation written. Process more than product is the major concern of the pilot year.



The Executive Council, the Superintendent's Executive Committee and the Superintendent's immediate staff review these evaluations and recommendations and take them to the Board of Education for action. If the recommendation to move the program/project to the experimental phase is accepted, the objectives and implementation plan of the pilot years are reviewed and revised. The research design and implementation plan for the experimental year are developed.

The experimental phase, the third year of new program/project activities, often entails the collection of pre and post data. (See flow chart on page 13). This is a more extensive evaluation to determine the effects of the new program on the students in the schools.

The evaluation report on the experimental year is written and disseminated at the beginning of the fourth or wrap-up year. The worth of the program/project, based on the data collected, is assessed by the Executive Council, and then by the Superintendent's Executive Committee and Superintendent's immediate staff. If these decision-making groups feel the program/project should be placed on regular status in the curriculum, it is taken to the Board of Education in April of the fourth year for action. If the board gives approval, the program/project is implemented the following year as a regular part of the curriculum.

At a given point in time the decision-making bodies deal with all new programs/projects simultaneously in their various stages of development and evaluation. For example, the Executive Council at one of its meetings would be looking at proposals for brand new programs (new buds), the evaluation data on pilot programs, and also the evaluation data for those experimental programs that had been developing for the past two or three years.

# NEW PROGRAM/PROJECT DEVELOPMENT MODEL

## PHOENIX UNION HIGH SCHOOL SYSTEM

### PROCESS SUMMARY

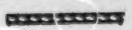
| | No Later Than 1st Mon. in Nov. | No Later Than 1st Fri in Dec | No Later Than 4th Mon in Jan | No Later Than 2nd Mon in Feb | No Later Than 1st Mon in Mar | No Later Than 1st Mon in Apr | No Later Than 3rd Fri in Apr | No Later Than 2nd Fri in May | No Later Than Last Fri in May |
|---|---|---|---|---|---|---|---|---|---|
| An Idea (1st Year) | Submission of PPP and initial screening process | 2nd Phase of Screening Process-Directors and ASI | 3rd Phase of Screening Process Executive Council | 4th Phase of Screening Process-SEC & Supt's Staff | 5th Phase of Screening Process-Budget Consideration | Continuation of Budget Screening | Take to Board for Acceptance or Rejection | Complete Implementation and Evaluation Plan | Review & Revision of Implementation and Evaluation Plan |
| Pilot Year (2nd year) | Implement Program/Project and Evaluation Plan and collect data and write descriptive evaluation | | Review of Descriptive Reports by Executive Council | Review by SEC and Superintendent's Staff | | | Take to Board of Education for action | Revise 1st year's Implementation Plan - Develop Research Design and Instrumentation for Experimental Year | |
| Experimental Year (3rd Year) | Implement Experimental Phase - Collect Data | | | | | | | Collect Data | |
| Wrap-Up (4th Year) | Write up Experimental Year Evaluation Report - Prepare Growing Edge - Disseminate | | Final Review by Executive Council | Final Review by SEC and Supt's Staff | | | Board Action To place on Regular Status | | |

# NEW PROGRAM/PROJECT DEVELOPMENT MODEL

## KEY

= PEOPLE (WHO)

= TASK (WHAT)

 = TIME LINE (WHEN)

= DECISION POINTS

= DOCUMENTATION

ASI = ASSISTANT SUPERINTENDENT FOR INSTRUCTION

EXECUTIVE COUNCIL = DECISION MAKING BODY CONSISTING OF PRINCIPALS AND EDUCATIONAL DIRECTORS

SEC = SUPERINTENDENT'S EXECUTIVE COMMITTEE (SUPERINTENDENT'S IMMEDIATE STAFF PLUS CLASSROOM TEACHERS' ASSOCIATION AND ADMINISTRATIVE SUPERVISORY ASSOCIATION REPRESENTATIVES)

PAGES ARE COLOR CODED

FIRST YEAR = GREEN
SECOND YEAR = BUFF
THIRD YEAR = BLUE
FOURTH YEAR = SALMON

## INDEX TO MODEL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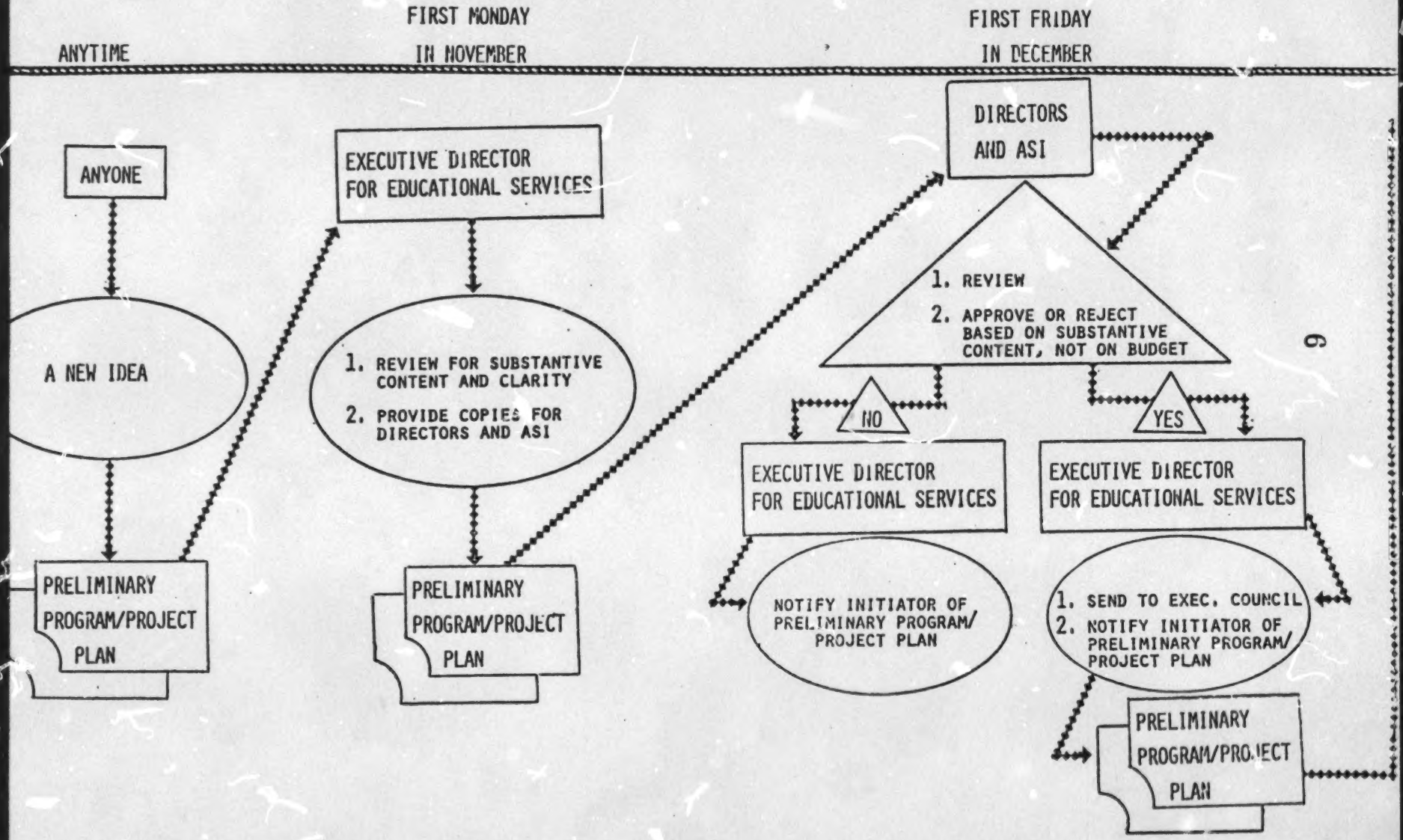
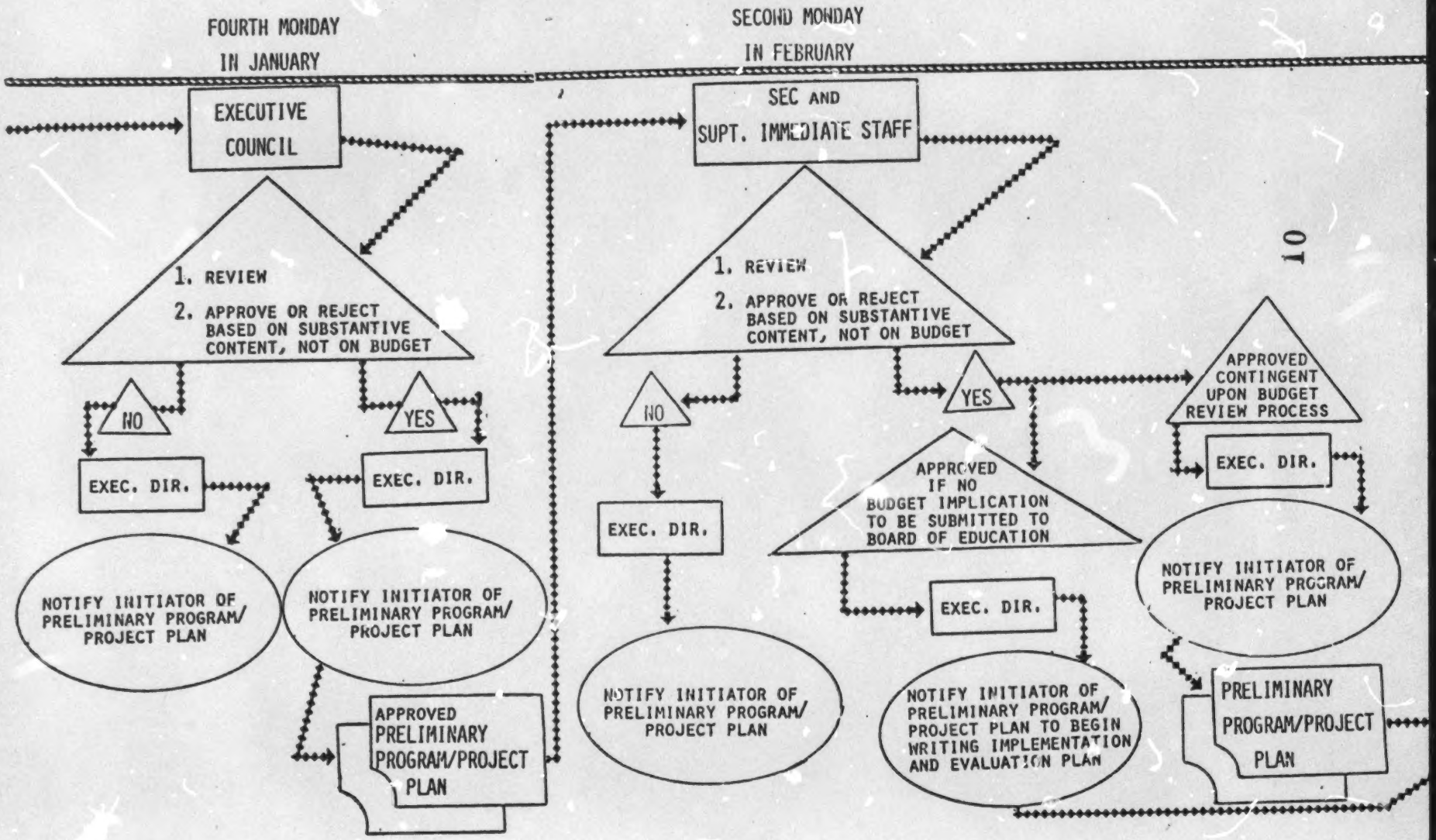
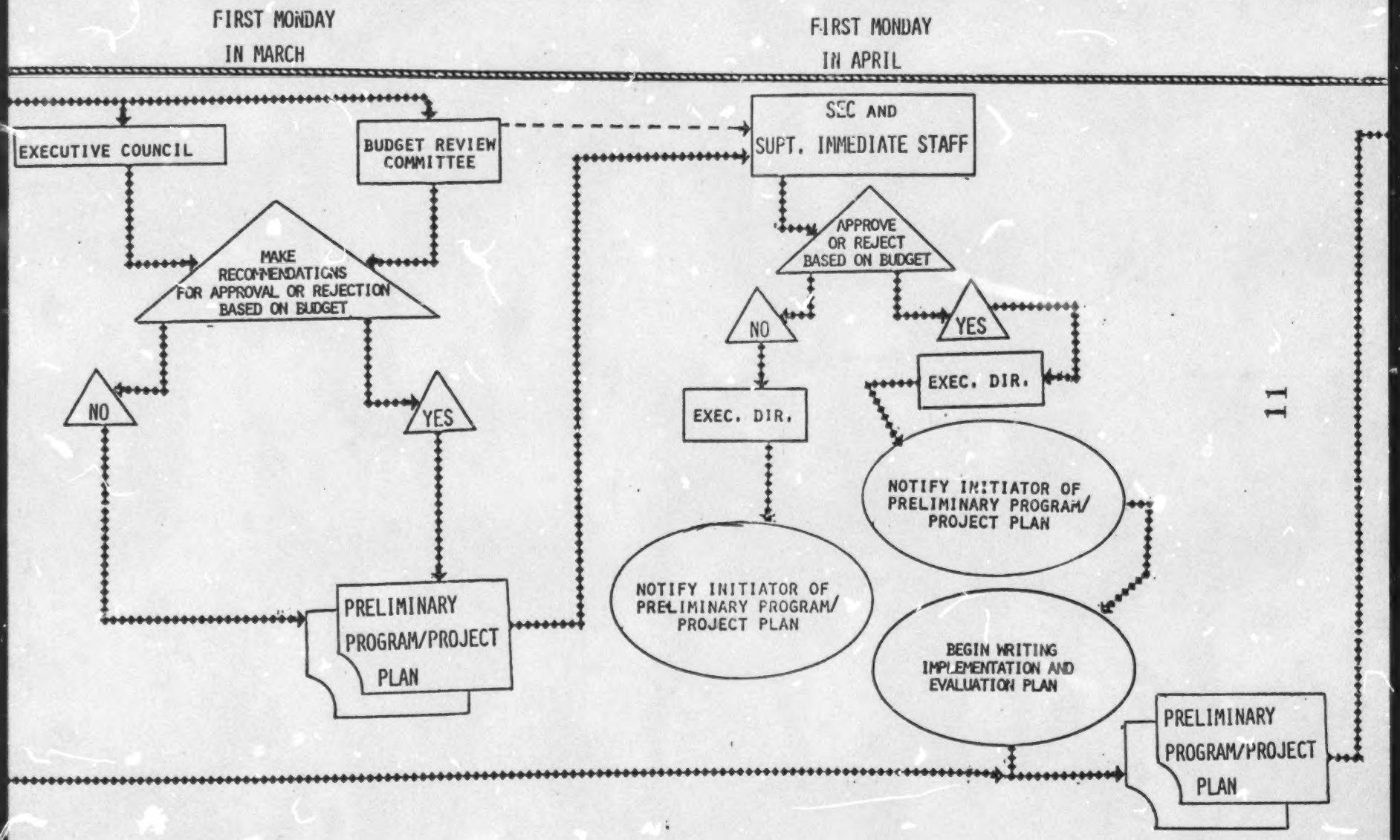
| 2. REVIEWING AND APPROVING NEW PROJECTS/PROGRAMS | 7-9 |
| 3. IMPLEMENTING NEW PROJECTS/PROGRAMS IN PILOT PHASE | 10-12 |
| 4. IMPLEMENTING NEW PROJECTS/PROGRAMS IN EXPERIMENTAL PHASE | 13 |
| 5. REVIEWING/APPROVING PROJECTS/PROGRAMS BASED ON EXPERIMENTAL PHASE | 14-15 |

## SCREENING OF STATEMENTS OF INTENT FOR NEW PROJECTS/PROGRAMS

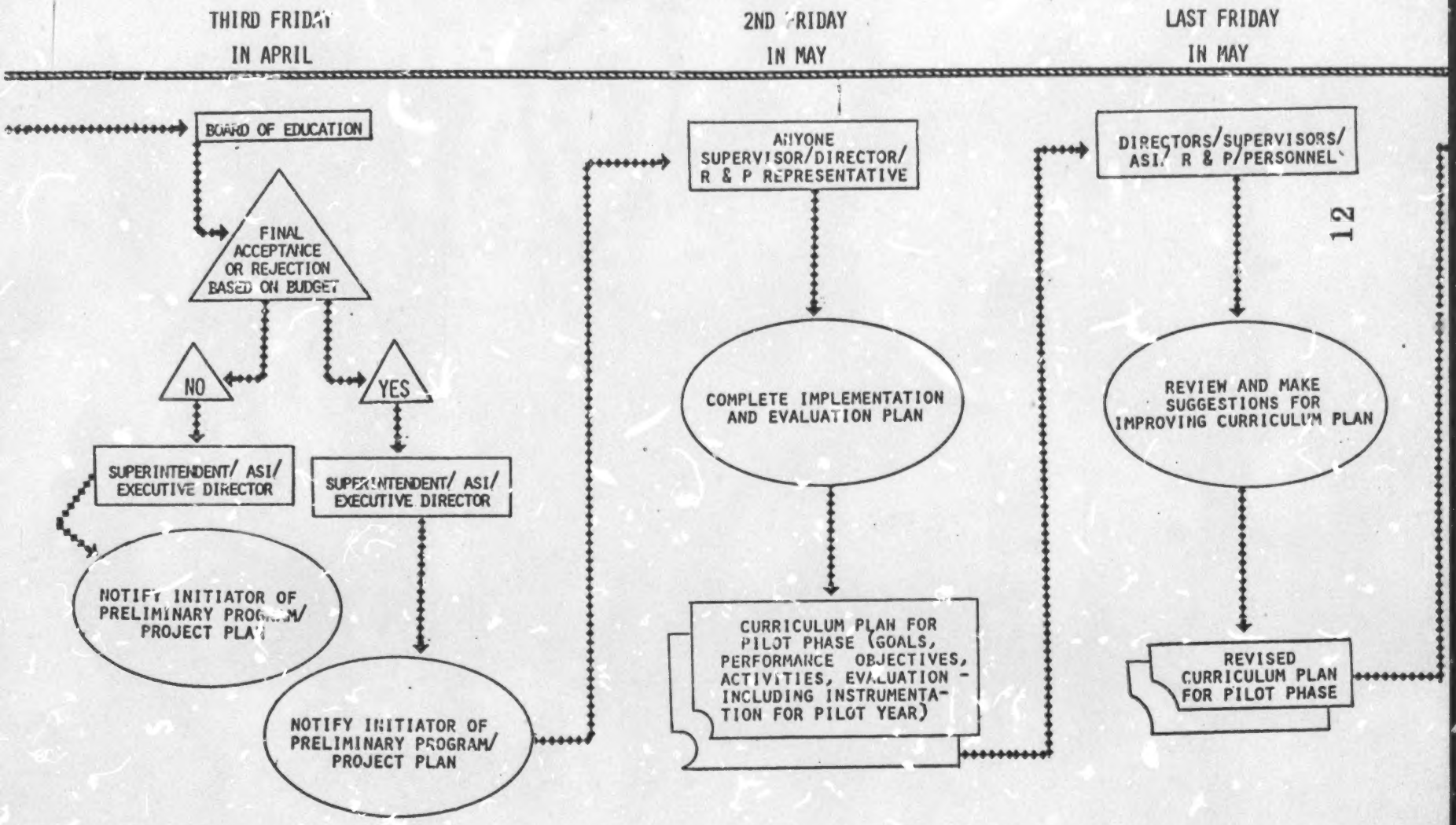

ANYTIME
FIRST MONDAY IN NOVEMBER
FIRST FRIDAY IN DECEMBER
ANYONE
A NEW IDEA
PRELIMINARY PROGRAM/PROJECT PLAN
EXECUTIVE DIRECTOR FOR EDUCATIONAL SERVICES
1. REVIEW FOR SUBSTANTIVE CONTENT AND CLARITY
2. PROVIDE COPIES FOR DIRECTORS AND ASI
PRELIMINARY PROGRAM/PROJECT PLAN
DIRECTORS AND ASI
1. REVIEW
2. APPROVE OR REJECT BASED ON SUBSTANTIVE CONTENT, NOT ON BUDGET
NO
YES
EXECUTIVE DIRECTOR FOR EDUCATIONAL SERVICES
NOTIFY INITIATOR OF PRELIMINARY PROGRAM/ PROJECT PLAN
EXECUTIVE DIRECTOR FOR EDUCATIONAL SERVICES
1. SEND TO EXEC. COUNCIL
2. NOTIFY INITIATOR OF PRELIMINARY PROGRAM/ PROJECT PLAN
PRELIMINARY PROGRAM/PROJECT PLAN

# REVIEWING AND APPROVING NEW PROJECTS/PROGRAMS

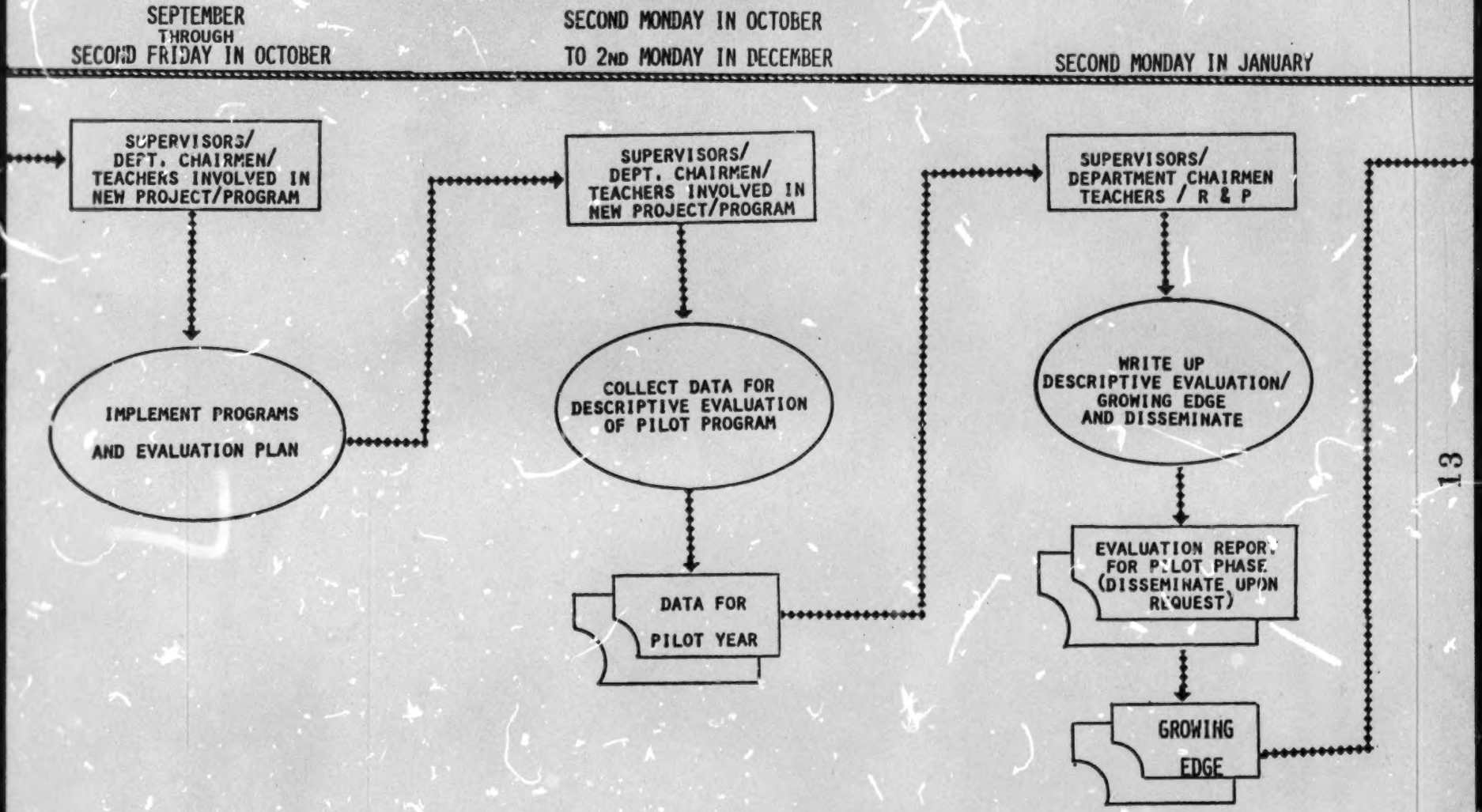

FOURTH MONDAY
IN JANUARY
SECOND MONDAY
IN FEBRUARY
EXECUTIVE COUNCIL
1. REVIEW
2. APPROVE OR REJECT BASED ON SUBSTANTIVE CONTENT, NOT ON BUDGET
NO
YES
EXEC. DIR.
EXEC. DIR.
NOTIFY INITIATOR OF PRELIMINARY PROGRAM/ PROJECT PLAN
NOTIFY INITIATOR OF PRELIMINARY PROGRAM/ PROJECT PLAN
APPROVED PRELIMINARY PROGRAM/PROJECT PLAN
SEC AND SUPT. IMMEDIATE STAFF
1. REVIEW
2. APPROVE OR REJECT BASED ON SUBSTANTIVE CONTENT, NOT ON BUDGET
NO
YES
EXEC. DIR.
NOTIFY INITIATOR OF PRELIMINARY PROGRAM/ PROJECT PLAN
APPROVED IF NO BUDGET IMPLICATION TO BE SUBMITTED TO BOARD OF EDUCATION
EXEC. DIR.
NOTIFY INITIATOR OF PRELIMINARY PROGRAM/ PROJECT PLAN TO BEGIN WRITING IMPLEMENTATION AND EVALUATION PLAN
APPROVED CONTINGENT UPON BUDGET REVIEW PROCESS
EXEC. DIR.
NOTIFY INITIATOR OF PRELIMINARY PROGRAM/ PROJECT PLAN
PRELIMINARY PROGRAM/PROJECT PLAN

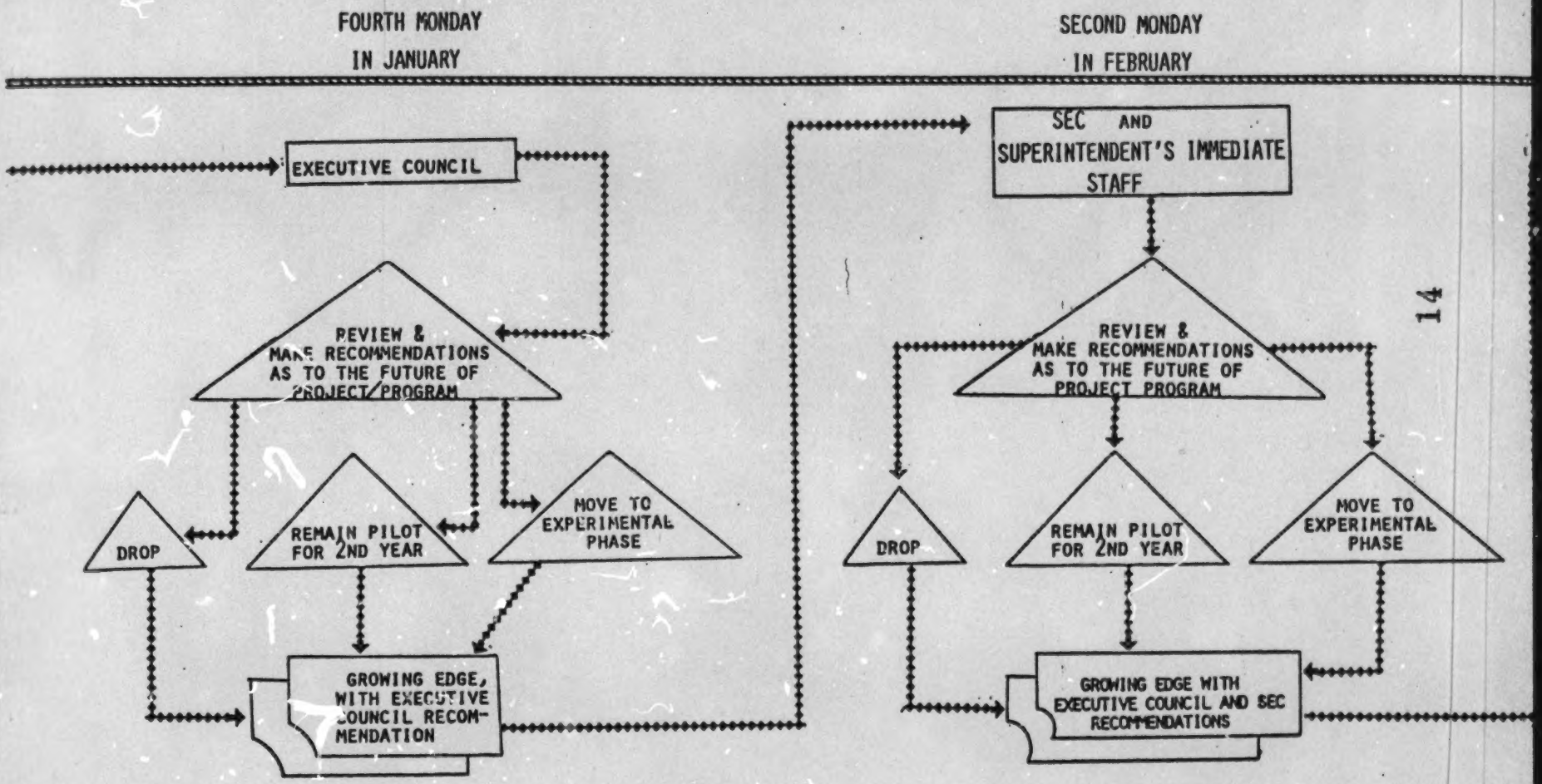

FIRST MONDAY
IN MARCH
FIRST MONDAY
IN APRIL
EXECUTIVE COUNCIL
BUDGET REVIEW COMMITTEE
SEC AND
SUPT. IMMEDIATE STAFF
MAKE RECOMMENDATIONS FOR APPROVAL OR REJECTION BASED ON BUDGET
APPROVE OR REJECT BASED ON BUDGET
NO
YES
NO
YES
EXEC. DIR.
EXEC. DIR.
NOTIFY INITIATOR OF PRELIMINARY PROGRAM/ PROJECT PLAN
NOTIFY INITIATOR OF PRELIMINARY PROGRAM/ PROJECT PLAN
BEGIN WRITING IMPLEMENTATION AND EVALUATION PLAN
PRELIMINARY PROGRAM/PROJECT PLAN
PRELIMINARY PROGRAM/PROJECT PLAN

11


THIRD FRIDAY IN APRIL
2ND FRIDAY IN MAY
LAST FRIDAY IN MAY
BOARD OF EDUCATION
FINAL ACCEPTANCE OR REJECTION BASED ON BUDGET
NO
YES
SUPERINTENDENT/ ASI/ EXECUTIVE DIRECTOR
SUPERINTENDENT/ ASI/ EXECUTIVE DIRECTOR
NOTIFY INITIATOR OF PRELIMINARY PROGRAM/ PROJECT PLAN
NOTIFY INITIATOR OF PRELIMINARY PROGRAM/ PROJECT PLAN
ANYONE SUPERVISOR/DIRECTOR/ R & P REPRESENTATIVE
COMPLETE IMPLEMENTATION AND EVALUATION PLAN
CURRICULUM PLAN FOR PILOT PHASE (GOALS, PERFORMANCE OBJECTIVES, ACTIVITIES, EVALUATION - INCLUDING INSTRUMENTATION FOR PILOT YEAR)
DIRECTORS/SUPERVISORS/ ASI./ R & P/PERSONNEL
REVIEW AND MAKE SUGGESTIONS FOR IMPROVING CURRICULUM PLAN
REVISED CURRICULUM PLAN FOR PILOT PHASE

## IMPLEMENTING NEW PROJECTS/PROGRAMS IN PILOT PHASE

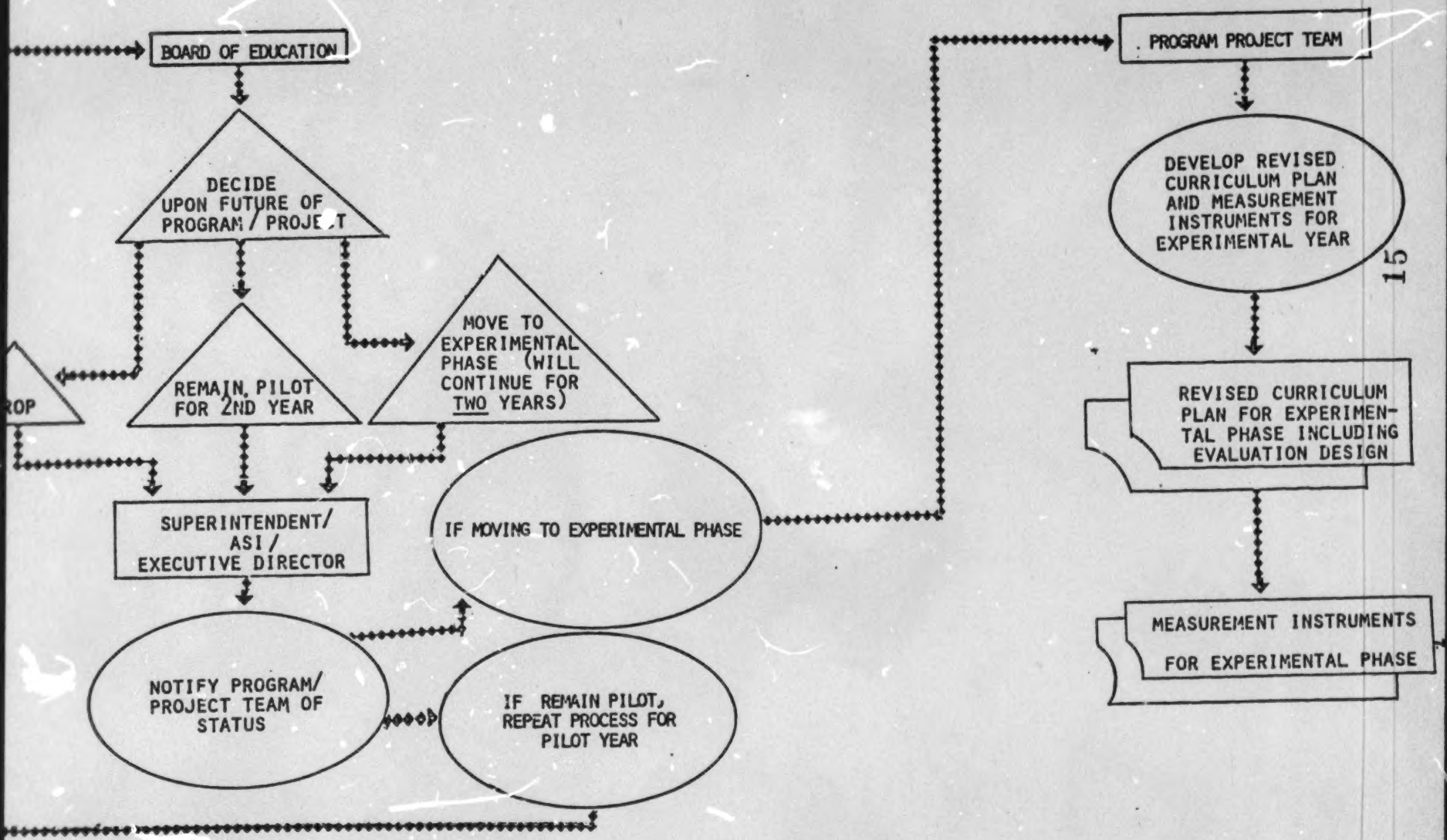

SEPTEMBER
THROUGH
SECOND FRIDAY IN OCTOBER
SECOND MONDAY IN OCTOBER
TO 2ND MONDAY IN DECEMBER
SECOND MONDAY IN JANUARY
SUPERVISORS/ DEPT. CHAIRMEN/ TEACHERS INVOLVED IN NEW PROJECT/PROGRAM
IMPLEMENT PROGRAMS AND EVALUATION PLAN
SUPERVISORS/ DEPT. CHAIRMEN/ TEACHERS INVOLVED IN NEW PROJECT/PROGRAM
COLLECT DATA FOR DESCRIPTIVE EVALUATION OF PILOT PROGRAM
DATA FOR PILOT YEAR
SUPERVISORS/ DEPARTMENT CHAIRMEN TEACHERS / R & P
WRITE UP DESCRIPTIVE EVALUATION/ GROWING EDGE AND DISSEMINATE
EVALUATION REPORT FOR PILOT PHASE (DISSEMINATE UPON REQUEST)
GROWING EDGE


FOURTH MONDAY
IN JANUARY
SECOND MONDAY
IN FEBRUARY
EXECUTIVE COUNCIL
REVIEW & MAKE RECOMMENDATIONS AS TO THE FUTURE OF PROJECT/PROGRAM
DROP
REMAIN PILOT FOR 2ND YEAR
MOVE TO EXPERIMENTAL PHASE
GROWING EDGE, WITH EXECUTIVE COUNCIL RECOM-MENDATION
SEC AND SUPERINTENDENT'S IMMEDIATE STAFF
REVIEW & MAKE RECOMMENDATIONS AS TO THE FUTURE OF PROJECT PROGRAM
DROP
REMAIN PILOT FOR 2ND YEAR
MOVE TO EXPERIMENTAL PHASE
GROWING EDGE WITH EXECUTIVE COUNCIL AND SEC RECOMMENDATIONS

14

THIRD FRIDAY
IN APRIL

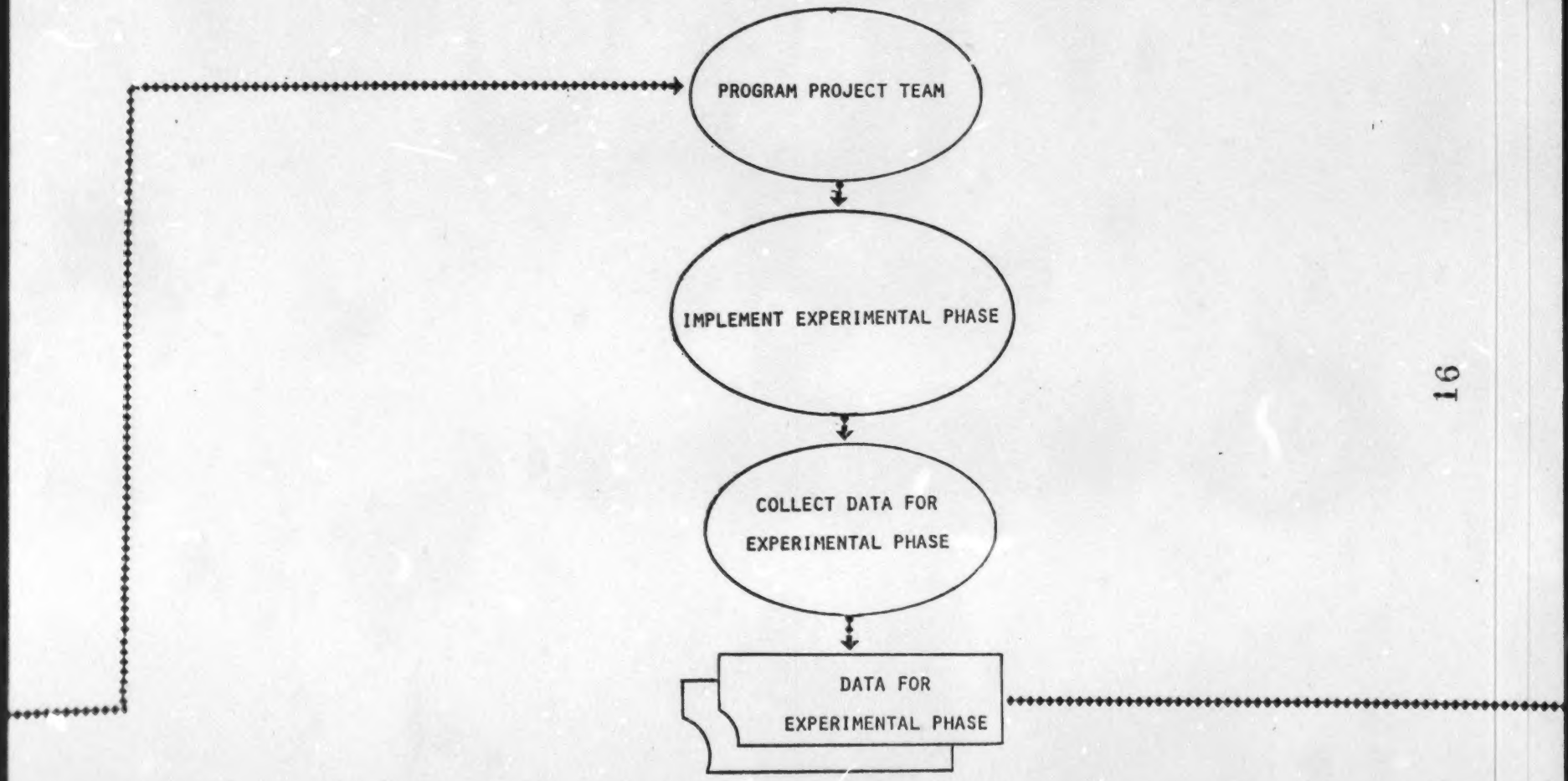
LAST FRIDAY
IN MAY


BOARD OF EDUCATION
DECIDE UPON FUTURE OF PROGRAM / PROJECT
ROP
REMAIN PILOT FOR 2ND YEAR
MOVE TO EXPERIMENTAL PHASE (WILL CONTINUE FOR TWO YEARS)
SUPERINTENDENT/ ASI / EXECUTIVE DIRECTOR
IF MOVING TO EXPERIMENTAL PHASE
NOTIFY PROGRAM/ PROJECT TEAM OF STATUS
IF REMAIN PILOT, REPEAT PROCESS FOR PILOT YEAR
PROGRAM PROJECT TEAM
DEVELOP REVISED CURRICULUM PLAN AND MEASUREMENT INSTRUMENTS FOR EXPERIMENTAL YEAR
REVISED CURRICULUM PLAN FOR EXPERIMENTAL PHASE INCLUDING EVALUATION DESIGN
MEASUREMENT INSTRUMENTS FOR EXPERIMENTAL PHASE

15

## IMPLEMENTING NEW PROJECTS / PROGRAMS IN EXPERIMENTAL PHASE

SEPTEMBER THROUGH MAY

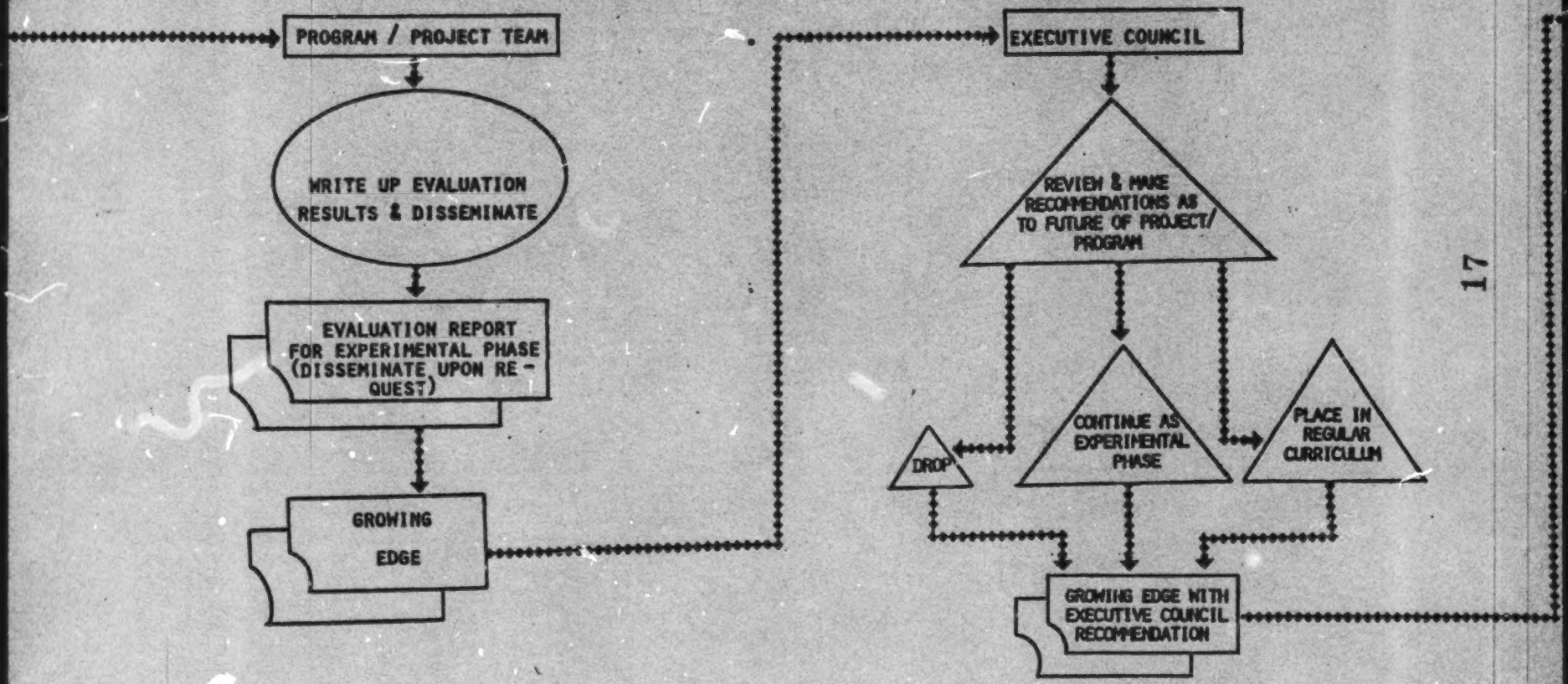



16

## REVIEWING, APPROVING PROJECTS/PROGRAMS BASED ON EXPERIMENTAL PHASE

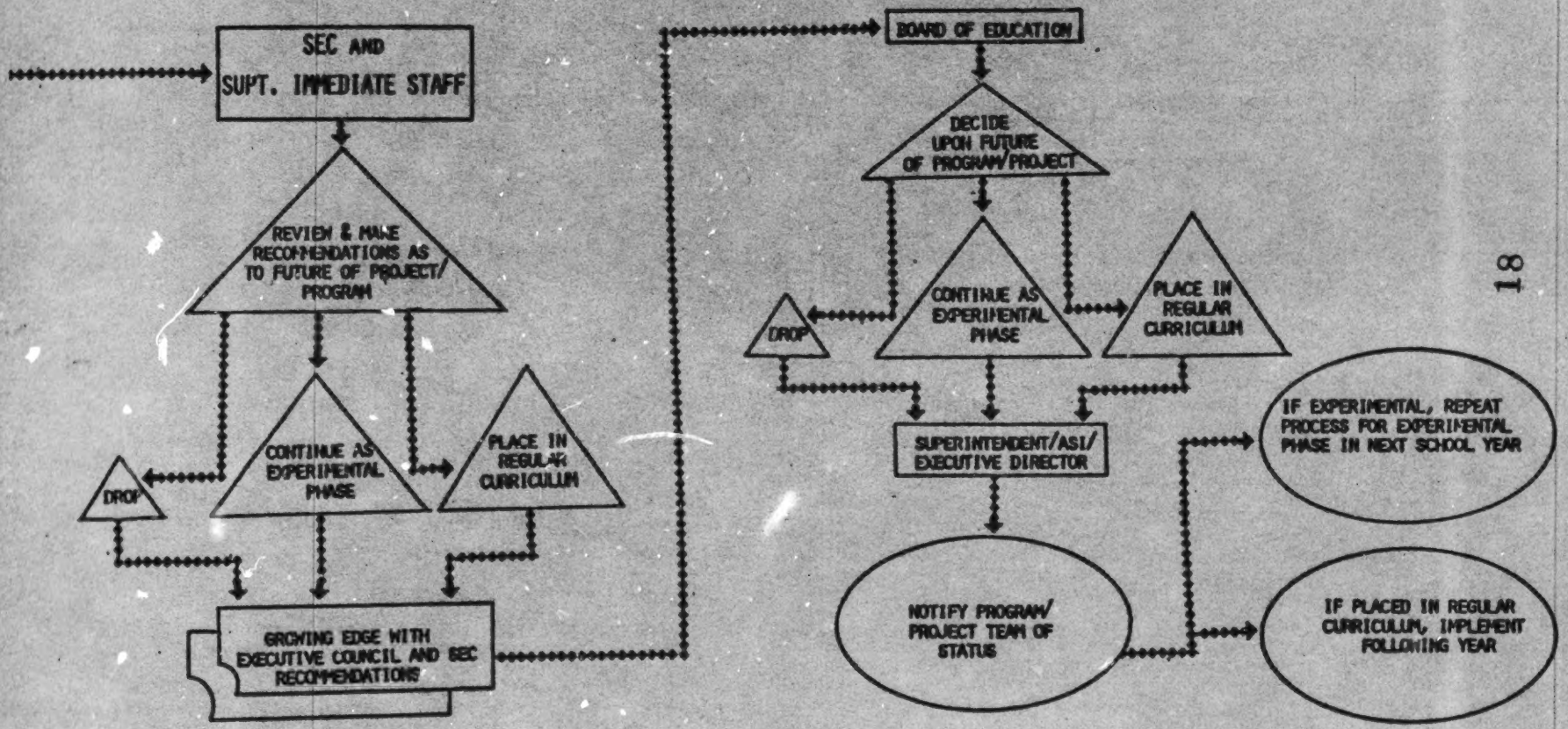
FIRST FRIDAY IN DECEMBER

FOURTH MONDAY IN JANUARY


PROGRAM / PROJECT TEAM
WRITE UP EVALUATION RESULTS & DISSEMINATE
EVALUATION REPORT FOR EXPERIMENTAL PHASE (DISSEMINATE UPON REQUEST)
GROWING EDGE
EXECUTIVE COUNCIL
REVIEW & MAKE RECOMMENDATIONS AS TO FUTURE OF PROJECT/ PROGRAM
DROP
CONTINUE AS EXPERIMENTAL PHASE
PLACE IN REGULAR CURRICULUM
GROWING EDGE WITH EXECUTIVE COUNCIL RECOMMENDATION

SECOND MONDAY
IN FEBRUARY

THIRD FRIDAY
IN APRIL


SEC AND
SUPT. IMMEDIATE STAFF
REVIEW & MAKE RECOMMENDATIONS AS TO FUTURE OF PROJECT/ PROGRAM
DROP
CONTINUE AS EXPERIMENTAL PHASE
PLACE IN REGULAR CURRICULUM
GROWING EDGE WITH EXECUTIVE COUNCIL AND SEC RECOMMENDATIONS
BOARD OF EDUCATION
DECIDE UPON FUTURE OF PROGRAM/PROJECT
DROP
CONTINUE AS EXPERIMENTAL PHASE
PLACE IN REGULAR CURRICULUM
SUPERINTENDENT/ASI/ EXECUTIVE DIRECTOR
NOTIFY PROGRAM/ PROJECT TEAM OF STATUS
IF EXPERIMENTAL, REPEAT PROCESS FOR EXPERIMENTAL PHASE IN NEXT SCHOOL YEAR
IF PLACED IN REGULAR CURRICULUM, IMPLEMENT FOLLOWING YEAR

## EVALUATION OF THE NEW PROGRAM/PROJECT DEVELOPMENT SYSTEM

Since 1975-76 is the first year of implementation of the new program/project development system, very little objective evaluation data has been collected. It is anticipated that the new program/project development system will be evaluated by using its own evaluation and development system. This procedure indicates that at the conclusion of the 1975-76 school year, a descriptive evaluation of the development system will be written and disseminated. The various decision-making bodies will act upon the recommendations made and either approve the system's continuance, for the 1976-1977 school year with proposed revisions or reject it.

Casual observation would indicate that perhaps some alteration may be necessary. It has been extremely difficult, for example, for several of the top level decision-making groups to separate the decisions relating to the merit of a new program or project from the budget implications of that new program/project. The time-lines as suggested in the flow chart have been met. The model has been applied to some 90 new programs/projects, proposals (PPP) to 35 programs/projects in the pilot phase, to 15 programs/projects in the experimental phase, and to 19 programs/projects in the wrap-up phase.

## SUMMARY

A model for developing and evaluating new educational programs is being implemented and several aspects field-tested in the Phoenix Union High School System during the 1975-76 school year. The flow chart model is simple enough not to stifle new ideas but detailed enough to provide smooth transition from a new experimental idea (bud) to the regular curriculum. It provides for various levels of decision-making on program merit as well as budget, using evaluation data collected at several points. First year activities include implementation and financial plans, second year status involves the pilot or descriptive phase, third year includes product results and the fourth year wrap-up activities may lead to the inclusion of a tried and tested new idea (bloom) in the regular curriculum.

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In Appendix A, more details on the statement of intent, and questions and answers related to the definition of what constitutes a new program are found.

Appendix B contains the research design for the pilot year while Appendix C provides the information necessary to carry out the experimental year.

Appendix D contains an explanation of the funding categories for the new programs/projects.

## APPENDIX A

STATEMENT OF INTENT

PROGRAM/PROJECT PROPOSAL

20

# STATEMENT OF INTENT
# PROGRAM/PROJECT PROPOSAL

NAME OF PROPOSED PROGRAM/PROJECT_____

DATE SUBMITTED_____

NAME OF PROGRAM/PROJECT INITIATOR_____

SCHOOL(S) OR DIVISION(S)_____

ANTICIPATED NUMBER OF STUDENTS TO BE SERVED_____ GRADE LEVEL(S)_____

LENGTH OF COURSE_____ REQUIRED ☐ ELECTIVE ☐

A. STATEMENT OF NEED:*

B. GOALS:*

C. OBJECTIVES:*

D. PROPOSED ACTIVITIES:*

*Attach another sheet of paper if this space is insufficient.

SUBMISSION DEADLINE — NOVEMBER 1



E. BUDGET IMPLICATIONS (additional costs):

| | Operational Budget | Capital Budget |
|---|---|---|
| SUPPLIES | $_____ | |
| INSTRUCTIONAL MATERIALS, UNIT COST UNDER $25: | | |
| Print | $_____ | |
| Nonprint | $_____ | |
| INSTRUCTIONAL MATERIALS, UNIT COST OVER $25: | | |
| Print | | $_____ |
| Nonprint | | $_____ |
| INSTRUCTIONAL EQUIPMENT | | $_____ |
| INSTRUCTIONAL FACILITIES | | $_____ |
| PERSONNEL - SALARIES: | | |
| Classified (Number _____) | $_____ | |
| Certificated (Number_____) | $_____ | |
| Fixed Cost @ 16% of Salaries | $_____ | |
| PROFESSIONAL GROWTH: | | |
| Payroll - Classified (Number _____) | $_____ | |
| Payroll - Certificated (Number _____) | $_____ | |
| Fixed Cost @ 16% of Payroll | $_____ | |
| Nonpayroll (printing, supplies, etc.) | $_____ | |
| TOTAL COST | $_____ | $_____ |

F. REVIEW OF PROPOSED PROGRAM/PROJECT STATEMENT OF INTENT
(Initiator of project is responsible for obtaining signatures.)

Department Chairman_____ Date_____

Principal_____ Date_____

Director/Supervisor_____ Date_____

Other Department Chairmen in Subject Area_____ Date_____

Personnel_____ Date_____

Business Director_____ Date_____

Facility Planning Div. Mgr._____ Date_____

Research and Planning_____ Date_____

Comments: _____

# PROGRAM/PROJECT PROPOSAL STATEMENT OF INTENT FOR NEW EDUCATIONAL PROGRAMS IN THE PHOENIX UNION HIGH SCHOOL SYSTEM

## I. OVERVIEW

The purpose of the Program/Project Proposal Statement of Intent is to present a concise proposal for a new educational idea or concept to various decision-making groups in the Phoenix Union High School System.

The initiator of a new educational program must be aware of the complete schedule for submitting new educational programs indicated in the process summary on page 4.

In the event that approval of the new idea or concept is recommended, prior to authorization for implementation of the new educational program, a complete Curriculum Proposal Outline must be submitted, no later than the second Friday in May. Copies of the Curriculum Proposal Outline are available from the office of the Executive Director for Educational Services.

## II. SUBMISSION OF PROGRAM/PROJECT PROPOSAL STATEMENT OF INTENT

A Program/Project Proposal Statement of Intent may be submitted at any time during the school year by anyone in the Phoenix Union High School System. Any proposal which is intended to be implemented for the following year must be prepared, approved, and submitted to the Executive Director for Educational Services no later than November first of the current school year.

## III. PREPARING THE PROGRAM/PROJECT PROPOSAL STATEMENT OF INTENT

The following will be of assistance to you in completing the attached Program/Project Proposal Statement of Intent:

### A. Needs Statement

The statement of need should describe the following areas which are applicable to the particular program/project under consideration:

1. State educational needs and explain why these needs deserve attention at this time. Include background information on the student population to be served, such as ethnic background, ability, achievement, economic status, and other data pertinent to establishing the need.
2. Cite research, expert knowledge, and/or observations which support this need.
3. Describe the planning which went into development of the proposal, including participation by students, parents, teachers, administrators, and educational directors and/or supervisors.
4. Indicate how the need relates to the Phoenix Union High School System's current goals and objectives.

### B. Goals Statement

In preparing the goals statement, keep in mind that the purpose of the goals statement is to identify the general direction and expected accomplishments of the proposed program/project.

An example of a goal is:

*To improve student performance in the basic computational skill areas.*

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### C. OBJECTIVES STATEMENT

The objectives statement must be written in terms of measurable change. These objectives should relate to the stated needs and amplify the stated goals. Objectives are specific, while goals are general. Objectives cite the actions which will indicate achievement of the goals.

Use the following questions as a guide to the formulation of objectives:

1. WHO? *Who is the individual, the doer? (In this case, the student.)*
2. WHAT? *What is the specific behavior desired by students?*
3. WHEN? *When is it anticipated that the students will have accomplished the objectives? What is the time restraint?*

4. HOW? *How do we know when the student has accomplished the objectives? What evidence will be accepted?*

An example of an objective meeting the criteria listed above for writing objectives is:

> *Students will demonstrate at least 75% proficiency in sixteen (16) basic computational skills during the academic school year as evidenced by a comparison of the students' records shown on the September and June rosters.*

D. Activities

The identification of instructional activities and/or plans assists us in HOW we will accomplish the teaching of the content to students. The HOW is the most significant identifiable means to assure that each student accomplishes the behavioral objectives. Instructional or teaching methodologies which take into account the learning styles (verbal-symbolic, visual-concrete), reading levels, achievement levels, and general intelligence are all factors in determining the most effective methods of instructing students. (Statements made in this section have a direct relationship to the objectives and the manner in which they will be accomplished, and will have implications for personnel and professional growth activities, as well as evaluation).

In order for educational accountability to ensue, the educational program that will be implemented to bring about the desired changes must be described. The educational activities are descriptive, and are means towards the accomplishment of the objectives. The statement of proposed activities describes those actions which affect the procedural or process aspects of the Program/Project Proposal. In other words, activities are the processes which are employed to accomplish the objectives which have been stated.

E. Budget

The budget implications section refers to those costs in excess of current operating and capital expenses. Figures for the personnel costs can be obtained from the Personnel Office.

Prior to submission of the Program/Project Proposal Statement of Intent to the Executive Director for Educational Services, review must be made by the department chairman, the principal, the educational director/supervisor, the Business Division, Personnel Office, and Research & and Planning. Each proposal must also be reviewed by other department chairman in the subject area at a scheduled department chairmen's meeting.



After the Statement of Intent has been submitted to the Executive Director for Educational Services, he will inform you of the results of each review.

F. Processing the Program/Project Proposal Statement of Intent

"Buds to Bloom" details the review procedures and the timeline which is to be followed. As can be seen from the summary sheet on page 22, each Statement of Intent is reviewed, after being sent to the Executive Director for Educational Services, by the Educational Directors and the Assistant Superintendent for Instruction, who make a recommendation based on content only. The Statement of Intent then goes on to Executive Council and the Superintendent's Executive Committee and Immediate Staff. All the Statements of Intent which pass these initial reviews will then be reviewed for budget implications. A negative recommendation may be appealed to the Assistant Superintendent for Instruction.

Those Statements of Intent finally accepted will be taken to the Board of Education for action. If the Statement of Intent is approved by the Board, a complete implementation and evaluation plan will be written before the end of May.

For those programs/projects having no budget implications, the processing is shorter. Those Statements of Intent must go through only the first four phases before being taken to the Board of Education for acceptance or rejection. Only upon Board approval is the complete implementation and evaluation plan to be written. The procedures and outline for drafting the implementation and evaluation plan will be sent to the program/project initiator along with notification of Board approval.

NEW PROGRAM/PROJECT DEVELOPMENT MODEL

PHOENIX UNION HIGH SCHOOL SYSTEM

## PROCESS SUMMARY

| | No later Than 1st Mon. in Nov. | No Later Than 1st Fri in Dec | No Later Than 4th Mon in Jan | No Later Than 2nd Mon in Feb | No Later Than 1st Mon in Mar | No Later Than 1st Mon in Apr | No Later Than 3rd Fri in Apr | No Later Than 2nd Fri in May | No Later Than Last Fri in May |
|---|---|---|---|---|---|---|---|---|---|
| An Idea (1st Year) | Submission of PPP and initial screening process | 2nd Phase of Screening Process-Directors and ASI | 3rd Phase of Screening Process-Executive Council | 4th Phase of Screening Process-SEC & Supt's Staff | 5th Phase of Screening Process-Budget Consideration | Continuation of Budget Screening | Take to Board for Acceptance or Rejection | Complete Implementation and Evaluation Plan | Review & Revision of Implementation and Evaluation Plan |
| Pilot Year (2nd year) | Implement Program/Project and Evaluation Plan and collect data and write descriptive evaluation | | Review of Descriptive Reports by Executive Council | Review by SEC and Superintendent's Staff | | | Take to Board of Education for action | Revise 1st year's Implementation Plan - Develop Research Design and Instrumentation for Experimental Year | |
| Experimental Year (3rd Year) | Implement Experimental Phase - Collect Data | | | | | | | | Collect Data |
| Wrap-Up (4th Year) | Write up Experimental Year Evaluation Report - Prepare Growing Edge - Disseminate | | Final Review by Executive Council | Final Review by SEC and Supt's Staff | | | Board Action To place on Regular Status | | |

# Memorandum

PHOENIX UNION HIGH SCHOOL SYSTEM
2526 WEST OSBORN ROAD
PHOENIX, ARIZONA 85017

DATE: February 25, 1976

TO: Executive Council

FROM: Lloyd W. Colvin and Coleen Goodwin

SUBJECT: Questions and Answers Concerning New Projects/Programs Evaluation

| QUESTIONS | ANSWERS |
|---|---|
| 1. What projects/programs are considered to be NEW? | 1. Any course/project/program which the school Board approves in the spring to be offered at any System school which has not been part of the regular program in the System. |
| 2. If a new course/project/program has been evaluated and made part of the regular program at another school, and another school wants to implement it, does that course/project/program have to undergo evaluation? | 2a Whether a course offered at a school for the first time (already accepted by the Board and operating successfully at other schools) has to undergo a one year pilot evaluation or not will be determined jointly by the Principal, Supervisor, and a Research and Planning representative, upon consideration of the factors related to the course and the school.<br>2b All projects/programs implemented at a school for the first time (having record of success at other System schools) must undergo a one year descriptive (pilot) evaluation. The design for the pilot evaluation will be determined by the nature of the program/project. |
| 3. If a new course/project/program is offered at three schools one year and other schools decide to pick it up the next year, what is the evaluation status of the course/project/program? | 3. At the schools where the course/project/program was offered the first year, assuming that all went as planned, it will be in the experimental phase of the evaluation process. At those schools just beginning the course/project/program, it will undergo pilot evaluation. This pilot evaluation may be purely descriptive or may be experimental in nature, depending on the nature of the course/project/program and its similarities in content and activities among the pilot and experimental schools. At the end of the year, if the course/project/program is considered successful at both the experimental and pilot schools, the program will be recommended to be placed on regular status for all the schools involved. |

| QUESTIONS | ANSWERS |
|---|---|
| 4. If a course already in curriculum changes its title, is that considered a new course? | No |
| 5. If a semester course on regular status is reduced to a trimester course or is expanded to a two one-trimester course, is that considered a new course? | No |
| 6. What happens if a course/project/program in the pilot year does not achieve its goals or does not get started due to lack of enrollment or lack of equipment and facilities? | That course/project/program will be placed on pilot status for a second year and appropriate action will be taken by the members of the evaluation team to solve the problems. Some courses/projects/programs might be dropped at that time upon the recommendation of the evaluation team. |
| 7. How long can a new course/project/program remain on pilot status? | Usually, for no more than two years. However, there might be extenuating circumstances which would let a course/project/program remain on pilot status longer. |
| 8. If a new course/project/program does not have a successful experimental year, what happens? | What happens to the course/project/program depends upon a variety of factors. Each case would have to be decided upon its own merits. The course/project/program might be dropped at that time or it might be placed on experimental status for a second year. |
| 9. What happens when a new course/project/program has a successful pilot year but is not offered the second year due to lack of enrollment or other such circumstances? | That course/project/program would remain on pilot status until picked up again.<br><br>The educational supervisor would review that course/project/program's status yearly and decide whether to leave it on pilot status or to drop it.<br><br>When that course is placed back in the curriculum again, it will be placed on experimental status and evaluated for its second year. |
| 10. What occurs if a new course/project/program evaluation plan is not carried out? | The course/project/program will be dropped. |

## APPENDIX B

DESIGN FOR COURSES/PROJECTS/PROGRAMS IN THE

PILOT PHASE (FIRST YEAR) OF NEW PROGRAM EVALUATION

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PHOENIX UNION HIGH SCHOOL SYSTEM

# DESIGN FOR COURSES/PROJECTS/PROGRAMS IN THE PILOT PHASE (First Year) OF NEW PROGRAM EVALUATION

"What with a systems approach, teacher-pupil planning, and experience units, we should be able to pull off this curriculum each day and still be home for the 11 o'clock news."

By

Coleen Goodwin

Supervisor of Group Testing

RESEARCH AND PLANNING

Lloyd W. Colvin, Director

PHOENIX UNION HIGH SCHOOL SYSTEM

DESIGN FOR COURSES/PROJECTS/PROGRAMS
IN THE PILOT PHASE (First Year)
OF NEW PROGRAM EVALUATION

## Importance of Evaluation

It is becoming increasingly more important to objectively evaluate the programs funded not only by the Federal and State Governments (they demand it!), but by local taxpayers or the "regular" school program.

The importance of evaluation rests on the following assumptions:

1. The parties responsible for expending funds are demanding better and more complete evaluation.
2. All new courses, projects, or programs need assessment by the staff and/or administrators in order to pin-point strengths and weaknesses and provide rationale for improvement for the following year.
3. Inasmuch as performance objectives are an integral component of each new course, the assessment of how well these performance objectives are met should be an integral component of the evaluation.
4. All new courses, projects, or programs should be dropped, changed, or continued without change only on the basis of sound evaluation.



## Phoenix Union High School System Evaluation Procedures

After a new course/project/program has been accepted for inclusion in the curriculum on a trial basis for the following year, it becomes what is called a PILOT Program and is subject to a descriptive type of evaluation. The second year such a course/project/program is offered, it is designated as an EXPERIMENTAL Program, even if the research design used the second year is not experimental in nature. Some courses/projects/programs might stay in the Pilot stage for two years if such a recommendation is warranted by the data collected the first year.



## Evaluation Team

Evaluation of any course/project/program is a team effort. The designing and implementation of the evaluation plan is carried out by a team, which is composed of the following:

(1) Supervisor of Group Testing or Director of Research and Planning
(2) Educational director or supervisor
(3) Project manager (principal or department chairman or teacher)

Team Member's Responsibilities

Each member of the team has primary, supportive, and consultive responsibilities at various stages of the evaluation procedure. For the PILOT phase, the responsibilities are as follows:

KEY:

X = primary responsibility for completing this evaluation activity. All other team members coordinate their efforts with this team member.

/ = supportive responsibility - accomplishes previously determined task(s) under direction of person having primary responsibility.

- = consultive responsibility - acts as an advisor to team members having primary and supportive responsibilities.

| EVALUATION ACTIVITY | RESPONSIBILITIES: Project Manager | Supervisor/ Director | R and P Sup/Directors | DEADLINE DATE |
|---|---|---|---|---|
| 1. Preparation of Descriptive Design | / | X | - | 2nd Friday in May |
| 1.1 Designation of data to be collected | | | | |
| 1.1.1 _____ | | | | |
| 1.1.2 _____ | | | | |
| 1.1.3 _____ | | | | |
| 1.1.4 _____ | | | | |
| 1.1.5 _____ | | | | |
| 1.1.6 _____ | | | | |
| 1.2 Data collecting instruments to be ordered and/or developed | | | | |
| 1.2.1 _____ | | | | |
| 1.2.2 _____ | | | | |
| 1.2.3 _____ | | | | |
| 1.2.4 _____ | | | | |

| EVALUATION ACTIVITY | RESPONSIBILITIES: Project Manager | Supervisor/ Director | R and P Sup/Directors | DEADLINE DATE |
|---|---|---|---|---|
| 2. (Order, develop) data collecting instruments | / | / | X | End of August |
| 3. Collect Data | X | / | - | Middle of December |
| 3.1 _____ | | | | |
| 3.2 _____ | | | | |
| 3.3 _____ | | | | |
| 3.4 _____ | | | | |
| 3.5 _____ | | | | |
| 3.6 _____ | | | | |
| 4. Data Analysis | - | / | X | End of January |
| 5. Writing Results (See Pilot Program Write Up Format on page ). | / | X | / | End of January |
| 6. Dissemination of Results | / | / | X | End of January |
| 7. Preparation of Research Design for Experimental Phase (See Design for Courses/Projects/ Programs in the Experimental Phase of New Program Evaluation.) | / | X | - | 1st Monday in April |
| 8. Development of instruments to be used in Experimental phase. | / | / | X | End of May |

## PILOT PROGRAM WRITE UP FORMAT

### INTRODUCTION

Give background information as to why the course/program/project was started, also any other pertinent background information. (information provided by project manager or supervisor/director).

### GOALS AND OBJECTIVES

List the overall goals and the performance objectives of the course/program/project. (provided by project manager).

### DESCRIPTION (provided by project manager)

A. Number of students and staff involved in the course/program/project.

B. Enumeration of course/program/project activities which carried out the goals and objectives.

C. Summary of costs (if applicable).

### EVALUATION

A. Identification of tests, attitude surveys, opinionaires, questionnaires, etc., used to gather information about the first year of the course/program/project.



B. Results of instrumentation used. (A and B provided by R & P supervisor/director).

C. An accounting of the problems the course/program/project faced during the year and the resultant effects upon it.

D. Identification of the strengths of the course/program/project and recommendations for improvement for 1974-75. (C & D provided by project manager and supervisor/director.)

### CONCLUSIONS

A concluding paragraph(s) containing generalizations based on the information in this report.

### RECOMMENDATIONS

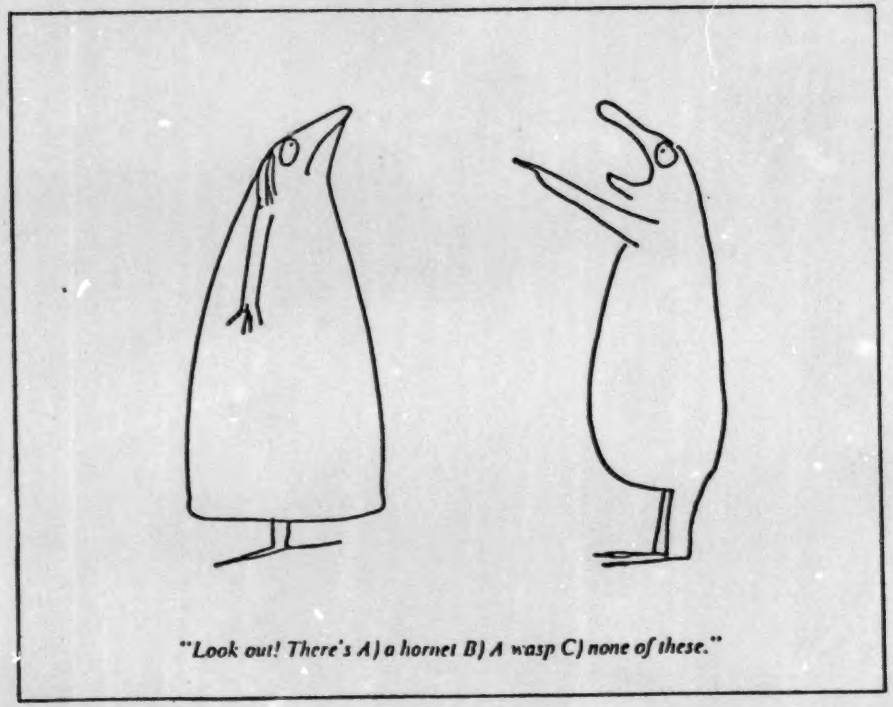
Recommend moving the course/project/program to Experimental status. Make any other recommendations necessary for the success of the course/project/program.

# APPENDIX C

## DESIGN FOR COURSES/PROJECTS/PROGRAMS IN THE EXPERIMENTAL PHASE OF NEW PROGRAM EVALUATION

PHOENIX UNION HIGH SCHOOL SYSTEM

# DESIGN FOR COURSES/PROJECTS/PROGRAMS IN THE EXPERIMENTAL PHASE OF NEW PROGRAM EVALUATION



*"Look out! There's A) a hornet B) A wasp C) none of these."*

By

Coleen Goodwin

Supervisor of Group Testing

RESEARCH AND PLANNING

Lloyd W. Colvin, Director

## DESIGN FOR COURSES/PROJECTS/PROGRAMS IN THE EXPERIMENTAL PHASE OF NEW PROGRAM EVALUATION

The type of design selected for the second year of a course/project/program depends upon many factors:

1. purpose of the evaluation
2. nature of the course/project/program
3. measurable objectives of the course/project/program
4. types of instrumentation available
5. availability of a control group

The evaluation team (i.e., project manager, supervisor/director, Research and Planning supervisor/director (see Curriculum Implementation and Evaluation Plan) determines the evaluation design to be used during the Experimental Phase during the last half of the Pilot Phase and sets in motion the ordering and/or development of necessary instrumentation.

### TYPES OF RESEARCH

DESCRIPTIVE: used to provide data on topics of interest on which little or no data exist. Falling in this category are opinion surveys, fact-finding surveys, job descriptions, observation studies, anecdotal records, and questionnaire and interview studies.

DEVELOPMENTAL: used to investigate growth and/or change as a function of time.

A. Short-term longitudinal study - used when the same situations or persons are studied at two points in a relatively brief time period.

Possible Research Designs - use any of the Quasi-Experimental Research Designs.



B. Long-term longitudinal study - used when the same situation or persons are studied over a period of more than one year.

Possible Research Designs - use any of the Quasi-Experimental Research Designs

C. Cross-sectional study - used when change is evaluated by comparing at the same point in time different people representing different stages of development. For example one might investigate changing patterns of intelligence by sampling groups of children at ten different age levels.

A Possible Research Design:

level 1 $T_1$
level 2 $T_1$
.
.
level 10 $T_1$



CORRELATIONAL: used to determine the relationships between two or more variables. For example, one might investigate the relationship between reading scores and school attendance patterns.

A Possible Research Design:

QUASI-EXPERIMENTAL RESEARCH - used when data is to be obtained to help make the decision as to which of two or more research situations is superior in terms of specific prestated criteria. For example, one might use this in the investigation of the effectiveness of any teaching method where random assignment of students to methods is not feasible.

Some Possible Research Designs:

KEY: $T_1$ = pretest

X = treatment

$T_2$ = posttest

Design 1 one group pretest - posttest design

$T_1$ X $T_2$

Design 2 Non-randomized control-group pretest-posttest design

EXPERIMENTAL $T_1$ X $T_2$

CONTROL $T_1$ $T_2$

Design 3 Counterbalanced Design

| | Treatment Variations | | | |
|---|---|---|---|---|
| Replication | $X_a$ | $X_b$ | $X_c$ | $X_d$ |
| Group 1 | A | B | C | D |
| Group 2 | B | D | A | C |
| Group 3 | C | A | D | B |
| Group 4 | D | C | B | A |



Design 4 Separate-Sample Pretest-Posttest Design
(For programs which run continuously)

1st Group $T_1$ X $T_2$

2nd Group $T_1$ X $T_2$

Design 5 "Patched-up" Design

1st Group X $T_1$

2nd Group $T_1$ X $T_2$

EXPERIMENTAL RESEARCH - used when one wishes to investigate possible cause-and-effect relationships by exposing one or more experimental groups to one or more treatment conditions and comparing the results to one or more control groups not receiving the treatment. Random assignment is essential.

Some Possible Research Designs for Experimental Research:

KEY: $T_1$ = pretest X = treatment $T_2$ = posttest

Design 1 One-group pretest-posttest design

$T_1$ X $T_2$

Design 2 *Randomized control-group pretest-posttest design

EXPERIMENTAL GROUP $T_1$ X $T_2$

CONTROL GROUP $T_1$ $T_2$

Design 3 *Randomized solomon four-group design

| Group | | | |
|---|---|---|---|
| 1 | $T_1$ | X | $T_2$ |
| 2 | $T_1$ | | $T_2$ |
| 3 | | X | $T_2$ |
| 4 | | | $T_2$ |

Design 4 *Randomized control group posttest only design

EXPERIMENTAL X $T_2$

CONTROL $T_2$

*People randomly assigned to groups

## RESEARCH DESIGN FOR COURSES/PROJECTS/PROGRAMS IN THE EXPERIMENTAL PHASE OF NEW PROGRAM EVALUATION

School or Division: _____ Date: _____

Name of Course/Project/Program: _____

Project Manager: _____

Number and Grade Level of Students Involved _____

Number of Teachers _____ Number of Aides _____

Number of Community Representatives _____ Number of Administrators _____

Attach copies of revised goals and objectives.

Hypotheses of the Research Project:

1. _____

2. _____

3. _____

4. _____

5. _____



## Components of the Research Design (procedures)

| | Component | Responsible Person | Completion Date(s) |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |
| 9. | | | |
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| 11. | | | |
| 12. | | | |
| 13. | | | |
| 14. | | | |
| 15. | | | |
| 16. | | | |
| 17. | | | |
| 18. | | | |

PHOENIX UNION HIGH SCHOOL SYSTEM

EXPERIMENTAL PHASE OF NEW PROGRAM EVALUATION WRITE UP FORMAT

PART I

INTRODUCTION (provided by first year pilot evaluation report)

Entails background information on the course/project/program.

PART II

DESCRIPTION (provided by project manager and supervisor/director)

A. Identification of revised program goals and objectives
B. Description of program activities for experimental phase
C. Number and description of students involved in the program
D. Number and description of staff involved in the program
E. Summary of costs (when applicable)

PART III

EVALUATION DESIGN (provided by R & P supervisor/director)

A. Objectives of evaluation
B. Processes and instruments used in the evaluation
C. Limitations of the study

PART IV

RESULTS (data analyzed and results written by Research and Planning)

PART V

CONCLUSIONS AND RECOMMENDATIONS (written jointly by members of the evaluation team)

PART VI

APPENDICES

A. Copies of instrumentation used
B. Important detailed tables not included in the results section
C. Other important materials pertaining to the evaluation

# APPENDIX D

## NEW PROGRAMS/PROJECTS FUNDING CATEGORIES

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## APPENDIX D
## FUNDING CATEGORIES FOR NEW PROGRAMS/PROJECTS

There are eight major funding categories in which all new programs/projects are placed when decisions are made relating to the budget. These are as follows:

I. TITLE CHANGE - NO ADDITIONAL COST

These programs/projects contain no major substantive changes either in content or procedures. Characteristically, all programs/projects in this category are approved. (e.g. From "Modern Home Living" to "Dollars and Sense".) Titles are changed to more closely correspond to the content of the already existing program/project.

II. NO ADDITIONAL COST

Many new programs/projects require no additional cost beyond regular staffing and supply budgets. (e.g. English elective course, "Return to the Classics.")

III. ELIGIBLE NON-LOCAL FUNDING RESOURCES - NEW AND CONTINUING

State and Federal project proposals make up the bulk of these requests. (e.g. ESEA, VOE, NDEA, etc.). Frequently there are some indirect costs incurred by the district, but the majority of projects funded in this category, come from outside the district.

IV. ADDITIONAL COST - EXEMPT FROM BUDGET COST LEVEL/ EFFECT ON TAX RATE

This category of funding includes primarily the programs for exceptional students (LD/EH, Gifted, etc.). A spending authority limitation has been imposed by the Arizona Legislature, however, certain categories are exempt from that limitation. Of course, additional programs in this area increase the local tax rate.



V. STATUS CHANGE

There is no substantive content change in these programs as they move from experimental to the regular curriculum.

VI. ADDITIONAL COST - MANDATED

Because of State and Federal statutes, there are areas in the curriculum that are "mandated." (e.g. girls' sports programs and basic skills). The specific proposals, in this area are not mandated but the subject areas they address are.

VII. ADDITIONAL COST - NONMANDATED

Proposals which will cost additional money and are not in a "mandated" category are placed here. These proposals contain a wide variety of content area. (e.g. CAI, Science Aids, Visual Communications Class).

VIII. ELECTION TO EXCEED BUDGET COST LEVEL

After considerable discussion among the decision making groups, programs are placed in this area that characteristically will cost a considerable amount of money and will have voter appeal. (e.g. Driver Education). A successful override election would be the only method of funding these programs.